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A two-day invitational conference was held in 1966 to consider the development of alternative models for training elementary school guidance personnel. The papers presented at the conference, included here, dealt with: (1) the role and function of the elementary school counselor, (2) unmet needs for pupil personnel services in the elementary school as seen by a child development specialist, and (3) an appraisal of a program for the preparation of elementary school counselors. Subsequent to the conference, a task force was formed. A number of studies for the task force are summarized. A conceptual model delineating the role of the elementary counselor is presented. The model is followed by some general reactions by the task force to the model. A bibliography is included. (IM)

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THE DEVELOPMENT OF ALTERNATIVE MODELS FOR THE PREPARATION OF ELEMENTARY SCHOOL GUIDANCE PERSONNEL

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PREFACE

Under the auspices of the Central Midwestern Regional Educational Laboratory, a group of prominent psychologists, counselor-educators, and other professionals met at Washington University on March 2, 1966, to consider needed research in the broad areas of psychology, human development, learning, and counseling.

During this meeting several possible projects were suggested with the thought that the more promising ones might be submitted to CEMREL for possible funding. One of these projects seemed to have the enthusiastic endorsement of the persons attending this meeting and subsequently met with favor from those persons assigned by CEMREL to review proposals to be carried out by contract.

This report, therefore, is the result of phase one of CEMREL Program Number 30162: "The Development of Alternative Models for Training Elementary School Guidance Personnel."

In line with the proposal, a two-day invitational conference was held at the University of Louisville on November 17 and 18, 1966. There were 60 participants representing the states of Missouri, Kentucky, Illinois and Tennessee. At this meeting, two of the papers included in this report were presented by Dr. Merle M. Ohlsen, Professor of Education and Psychology at the University of Illinois. Dr. Jean O. Britton, Associate Professor of Educational and Developmental Psychology at Pennsylvania State University, also presented a paper at this November conference which is included.

Two other consultants made substantial contributions to the November conference: Dr. Lovic Miller, director of the Child Guidance Clinic, Louisville, and Mrs. Patricia Sue Barnes, counselor at the Garden Springs Elementary School, Lexington, Kentucky. While the talks of Dr. Miller and Mrs. Barnes are not reported, references are made to salient points raised by both of these persons.

Subsequent to the November conference, a task force was formed to pursue further the aims of the project. This task force was composed of the following members:

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University of Louisville
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Dr. John Whiteley
Director of Counseling Services
Washington University
St. Louis, Missouri

Broadly speaking, the early deliberations of the task force centered upon the unmet needs for pupil personnel services in the elementary school and possible role structures which could evolve to encompass and service these needs under the title of a child development consultant, an elementary guidance counselor or under whatever other title would seem appropriate. It was the firm belief of members of the task force that the role structure should be explored fully before any determination of guidelines for a training program could be made.

The task force saw its job as that of developing either alternative models for synthesizing role structure or a single model with sufficient breadth and adaptability to be applicable even when the specifics of role content were varied. It was felt that by so doing, training programs could be designed with enough commonality for comparative research yet with enough variation for each to be distinctive.

The task force reviewed many studies reporting the opinions of elementary principals, supervisors, teachers and counselors themselves regarding what counselors should do. There was a concern that training programs were likely to grow up without very much design. It was feared that some colleges and universities might settle for a slight modification of existing training programs for secondary counselors. A working paper prepared by Mr. Rea T. Alsup, Assistant Professor of Guidance and Counseling at the University of Louisville, summarized a number of studies for the task force. This working paper is included in the report.

As time passed, the task force inclined more and more toward the position that the central focus of the role structure should be that of counseling and that this should operate within a child development frame of reference. At one meeting of the task force, Dr. John M. Whiteley, director of Guidance Services at George Washington University, presented a conceptual model which seemed to contain the elements members felt were essential. Dr. Whiteley therefore, was asked to prepare a paper setting forth his model so that the task force could react to it more thoroughly. His paper is the final one in this report and is followed by the reactions of the task force to Dr. Whiteley's model and that, in turn, is followed by some general statements agreed upon by the task force.

It is hoped that these papers and the points of agreement reached by the task force will make a contribution to the literature dealing with pupil personnel services for the elementary school.

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The Role and Function of the Elementary School Counselor

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Recently we have been hearing a lot about the elementary school counselor. Some teachers and principals are asking such questions as: With whom will he work? What will be his qualifications? Will he contribute new services or merely take over some of the services now provided by teachers, principals, or specialists currently employed by the school district? Wouldn't it be better to make the classes smaller or to relieve teachers of some of their non-teaching duties so that they could give more individual attention to their pupils rather than to use the funds to employ counselors? Ferris (1965) asks some of these questions; he also expresses the fear that having a counselor work directly with the pupils would damage the close relationship that usually develops between an elementary teacher and his pupils. Those who have observed qualified elementary school counselors counseling children, consulting with their teachers, and counseling their parents take the opposite view (Brison, 1964; Kaczkowski, 1965; Lambert, 1954; Leiter, 1965; Mahan, 1965; Meeks, 1963; Ohlsen, 1964; Wilson, 1956; and Zeller and Garber, 1964); they believe that the counselor enhances the development of a close working relationship between a teacher and his pupils.

Principals' Perceptions

Though he recognizes the need for an elementary school counselor's services, Waetjen (1965) contends that most elementary school principals would oppose the idea of employing counselors. In part, he thinks that the resistance to specialists arises out of specialists' failure to adapt to the elementary school setting. He also believes that it may stem from the idea that teachers can handle all the problems that arise within their classrooms. As he sees it: "The challenge to elementary school principals is two-fold; first, to examine their resistance to having counselors in the elementary schools; and second, to differentiate the organization and functioning of the elementary school so that the counselor may emerge (Waetjen, p. 62)." It is his hope that the research and demonstration centers selected by the Research Commission on Pupil Personnel Services will help solve these and other similar problems.

McDougall and Reitan (1963) deplored the idea that no one had systematically surveyed the opinions of elementary school administrators and used their opinions in developing elementary school guidance programs. From their survey of elementary school principals' opinions (from Idaho, Oregon and Washington) they found: "that the majority of responding principals favor the viewpoint that elementary guidance be concerned with specialized services to individual pupils rather than general curriculum guidance for all pupils. Preference is also expressed by the majority for personnel engaged in full-time guidance rather than a combination of part-time teaching and guidance duties. Seventy-five percent of the responding principals favored special certification for elementary guidance personnel and a majority also favored additional salary beyond the teaching salary schedule.

"Principals expressed their judgment concerning the major differences between elementary and secondary school guidance. Areas mentioned most often were the greater emphasis on the preventive aspects of guidance at the elementary level, the lesser need for occupational and vocational guidance in the elementary school, the need for more parental involvement at the elementary level, and the need for understanding developmental problems peculiar to childhood and pre-adolescence (McDougall and Reitan, p. 353)."

Functions of child development consultants were reported by principals in public elementary schools over 100 pupils by Smith and Eckerson (1966): "By far, the largest number of elementary school principals reported that their CDC's worked more with children than with teachers or parents."

"These data relative to practices do not support the judgment of some leaders in elementary school guidance who believe that CDC's should spend more time with teachers and parents than with children. Also, emphasis on work with children may imply a problem-centered program, instead of a program to help all children (p. 56)." This writer believes that Smith and Eckerson's last point could be interpreted differently. Perhaps elementary school counselors have discovered that a child can be helped best when he recognizes the need for help and seeks it for himself or recognizes the need for help during a conference with a counselor following a referral by a teacher or parent. At this point a client experiences greatest readiness for changed behavior. Learning new ways of coping with difficult situations and applying them in daily life usually involves threat; consequently, readiness and/or commitment for change are needed to achieve change for children as well as for adults. On the other hand, the preventive aspects of elementary guidance services can be achieved by early recognition and treatment of children's problems and by cooperative planning by teachers and counselors to further the normal social, emotional, and intellectual development of children.

With more such cooperative planning perhaps the following focus observed by Smith and Eckerson could be changed from emphasis on treatment to prevention (they asked elementary school principals to check the three groups who received the most attention from CDC's: emotional-social problems, 74.8%; underachievers, 48.8%; slow learners, 42.9%; disadvantaged, 32.1%; poor readers, 23.3%; physical problems, 19.6%; attendance problems, 18.1%; and gifted and talented, 10.1%, p. 58). "Three-fourths of elementary school principals mentioned emotional-social problems of children as one of the three groups receiving the most attention from CDC's. This may indicate:

1. Emotional-social problems were the most numerous;

2. Teachers were seriously concerned about children with emotional problems; and

3. Programs with CDC's were frequently problem-centered rather than developmental-oriented for all children (p. 59)." It also may indicate the need for prevention programs as well as early recognition and treatment of children's problems.

McCreary and Miller (1966) studied the number, school location, academic preparation and experience, and duties and functions of elementary school counselors employed in California. "........In contrast to school psychologists, school social workers, and child welfare and attendance supervisors, who generally work out of district or county offices, these counselors are assigned to schools as members of the principal's staff (p. 494)." For the ideal program principals and counselors suggest that:

1. District coordinators of pupil personnel services should be employed to direct and coordinate the program and give technical supervision to staff members in the central office and in the schools.

2. Counselors should be assigned to school staffs and should work under the direct supervision of principals.

3. Other pupil personnel specialists such as school psychologists, child welfare and attendance supervisors, and school social workers also should be available to schools.

4. Coordination should be provided with other special services and programs such as remedial instructions, speech therapy, classes for mentally retarded pupils, etc.

5. Suggested staffing patterns ranged from one elementary school counselor for every school of 500-600 pupils to one counselor for every two schools of that approximate size or one to 1200 pupils (p. 497).

This writer thinks that McCreary and Miller's findings suggest that teachers, principals, and counselors believe that elementary school counselors should be readily available for counseling children and for consulting with colleagues and parents. At least his experiences in Illinois pilot programs and in the schools which cooperate with the University of Illinois in providing practicum experiences for prospective counselors clearly suggest that the school staffs recognize and readily accept this kind of assistance. They perceive the counselor as a former teacher who has acquired the necessary, additional, professional knowledges and skills to counsel pupils and to help them understand and work with their pupils more effectively.

Finally, the writer wishes to quote Table 1 from McCreary and Miller's study concerning functions of the elementary school counselor:

Administrators' rank order of importance	Counselors' rank order of importance	Counselors' actual time in rank order
counseling	counseling	counseling
teacher consultation	teacher consultation	teacher consultation
parent consultation	parent consultation	testing programs
testing program	testing program	parent consultation
community-district referrals	administrative guidance	record keeping-clerical
administrative guidance	community-district referrals	administrative-guidance
research	research	community-district referrals
record keeping-clerical	record keeping-clerical	research

In other words, these elementary school principals seem to recognize the need for elementary school counselors and to know how they want to use them. Furthermore, their ideas on how to use them seem to agree with the authors cited earlier who react favorably to having such a person employed in the elementary schools. If these principals accurately reflect the attitudes of most principals, then the climate for introducing the elementary counselors is more favorable than Waetjen (1965) perceived it to be.

The Teacher's Contribution

Important as the principal's perception is, attention also must be given to what the effective teacher contributes to normal development of children. He recognizes the importance of teaching subject matter, but he also knows that having children memorize facts and practice basic skills are not sufficient. He tries to motivate children by exhibiting interest in the intellectual activities that excite them, by raising challenging questions, by helping them learn to challenge others and evaluate others' ideas as well as their own, and by helping them locate and use information in making decisions. Besides increasing their desire to learn, he tries to improve their ability to educate themselves. He also tries to understand his pupils; to help them understand and accept themselves, including what they have a right to expect from themselves; to help them understand, accept, and work with important others such as classmates, parents, and teachers; and to help them discover and develop special interests, abilities, and aptitudes. He is interested in his pupils as individuals and he is able to convey to them that he is interested in them. He is aware that what children learn is a function of their needs, community and family backgrounds, previous educational experiences, and the atmosphere within the classroom as well as their learning potential. He recognizes that he must be concerned about both the conative and cognitive aspects of learning.

Expectations from the Counselor

Based upon the above definitions of the elementary school teacher's responsibility for guidance, the elementary school counselor should be expected to help the teachers to further normal social, emotional, and intellectual development of his pupils; to better understand his pupils, including both what he may expect from them intellectually and how he can contribute to their social and emotional development as well as their intellectual development; to discover and try to remove blocks to learning; to make effective use of such school specialists as the school psychologist, school social worker, remedial teacher, and speech therapist; and to refer certain pupils and parents to out-of-school personnel and agencies for treatment. In fulfilling these functions the counselor consults with teachers and parents, counsels children, and counsels parents concerning their children's school adjustment problems. Since he is primarily concerned with normal children and the prevention of serious school adjustment problems, he does short-term counseling, tries to help teachers discover problems early, and tries to help them improve the learning atmosphere within the classroom.

A Working Relationship with Children

Like those who counsel adolescents and adults, the elementary school counselor tries to develop an accepting, trusting relationship with his clients. He uses his knowledge of the counseling process, of human behavior, and of each client and his environment to try to understand each client's problems as the client sees them, and in the elementary school, to try to help the child, his parents, and his teacher to understand the forces at work within the client and his environment. At the same time, the counselor recognizes that insight in and of itself is not sufficient, and for many clients it is not necessary (Ginott, 1958); these children can learn to change their behavior without understanding why they had problems.

One of the unique characteristics of this relationship is the counselor's ability to listen--to make a personal investment in each client, and at the same time to maintain separateness. When a counselor is at his best he can feel deeply with a client without experiencing countertransference. Moreover, he is able to convey this commitment to his clients and his expectations from them. He also is able to convey to children what they may expect from him, including his willingness to talk to them whenever they have something bothering them and they want to talk to someone privately; they must realize that they can seek assistance without waiting for a referral from an adult. Contrary to what many authors have said, staff members in the Illinois demonstration centers and the cooperating schools for the University of Illinois counselor education program have found that children will seek help on their own when such action is accepted by teachers and counselors. Apparently elementary school children trust counselors more quickly than do either adolescents or adults, but counselors tend to have greater difficulty communicating with them than they do with older clients. Kaczkowski (1965) believes that children's limited vocabulary accounts for a large part of this difficulty. Often a child does not know the best word to express a feeling, or he knows only a single meaning for a word which has many meanings and the counselor assumes another meaning, or he uses a word incorrectly and the counselor assumes a correct meaning for the word. Nevertheless, these counselors have found that even primary school age children can better convey verbally what bothers them than many noted authors have indicated. True, the counselor must listen very carefully, be patient and try to help the client fumble for words, or even teach the client new words to express his feelings. On some occasions the counselor also must use play materials to communicate, but not as often with normal children as psychotherapists have indicated one must with disturbed children.

Out of his rich experience in play therapy with normal children, Moustakas wrote as follows: "The normal child is not usually indirect, subtle, or fearful, nor is he cunning and sadistic. He tends to be happy in his play, often singing and humming. He can play along with equanimity and contentment, working through his ideas and feelings without seeking the support or help of the therapist. He can talk and play with the therapist comfortably without being driven by dependency needs and competitive strivings. He is more apt to participate in activities with the therapist on a mutual basis, though he may disagree with the therapist or question his statements or behavior when he is not consistent with his own views. The normal child is not always deeply serious and intense in his feelings although he may, at times, be completely silent and absorbed in a project. He is aware of his feelings, seems to understand his preferences, and usually knows what he wants and what he wants to do.

"Perhaps the most important aspect of the play therapy experience for the normal child is the concentrated relationship with the therapist. In the busy life of children the opportunity rarely exists to be alone for one hour with an adult once or twice a week. Furthermore, it is rare for a child to have a relationship in which he is the center of the experience, where he can express his feelings and be understood as a person, where the adult is fully understanding of the child, watching, listening, making statements of recognition, and being present in a deeply human sense.

"Play therapy is a form of preventive mental hygiene for normal children. It is a way for them to grow in their own self-acceptance and respect, a way to explore feelings and attitudes and temporary tensions and conflicts that cannot be expressed easily and safely in school or at home. Often threatening feelings and disturbing experiences can be worked through in three or four sessions (Moustakas, 1959, pp. 43-44)."

What do these normal children talk to counselors about when they seek a counselor's assistance? They talk about a wide variety of problems from "I can't learn to read," or "My teacher doesn't like me," to "My little brother messes up my homework," or "My new puppy was killed." When, for example, a child thinks that his teacher does not like him, it helps just to have another adult at school listen to him and try to understand him. All that some very young children need is more experience in relating to adults and help in discovering that all adults who accept them do not have to relate to them as their mothers do. The typical normal child requires only a few sessions in order to help him and his teacher and/or parents identify and remove his blocks to learning. When, however, the counselor concludes that a child cannot be helped with a few individual sessions, perhaps he should ask himself whether the child could be best helped in a group. Children who are shy, or have difficulty making friends, or have difficulty participating in class discussion, or have better ability than their performance indicates often can be helped in a group.

Counseling Parents

In counseling parents the same basic relationship is required. The principles for counseling adults apply, but at present due to other requirements on their time, school counselors will have to try to limit themselves to helping parents deal with their children's school adjustment problems. Other problems will have to be referred to other agencies. This writer believes that eventually such services will be provided by agencies jointly supported by the local school district and mental health agencies. Now much can be done to help parents prevent school adjustment problems through cooperative efforts of school and community mental health personnel to provide group counseling for parents and seminars for parents on child rearing. Often the latter can be provided through the local school district's adult education program.

Consulting Teachers

Functioning as a consultant for teachers is a very important aspect of every counselor's work, but it takes on more than the usual significance at the elementary school level. Most elementary school teachers work within a self-contained classroom in which they are the primary source of influence outside of the home for an entire school year. Fortunately, the typical elementary school teacher cares about his pupils, and he tries to understand them. Hence, he is quick to recognize the need for help from a counselor who can appreciate what he is trying to do for his pupils and who also will try to empathize with him. To benefit fully from what this counselor has to offer him, the teacher must trust the counselor--must believe that he can talk freely without fear of being criticized or evaluated. However, he will appreciate the counselor's help in criticizing and evaluating himself. Thus, the counselor must not be a line officer in the administrative staff. Though he uses his counseling skills to establish a relationship which is very similar to that which a counselor establishes with his clients, it is different. Rather than helping a teacher deal with his personal problems, the counselor tries to help the teacher discover why the pupil for whom the teacher sought assistance feels and behaves as he does; to help the teacher discover how he feels toward the child; and to help the teacher discover and remove the blocks to learning. Often this requires visits to the teacher's classroom as well as private conferences with the teacher and case conferences with several teachers (Ohlsen, 1964, pp. 182-187). Where appropriate, he may help the teacher make a referral to a school specialist or to an out-of-school specialist.

The counselor also consults teachers when he needs assistance in understanding his clients. In fact, asking teachers to help him is often the best way for a counselor to develop a relationship which encourages teachers to seek his assistance, but it must not be done for that purpose. If it is done merely for the purpose of manipulating teachers into seeking his help, teachers will see it for what it is and resent it. Counselors do need teachers' assistance in understanding their clients, and they had better seek teachers' aid only when they genuinely feel the need for it. There is no substitute for sincerity.

Conclusions

There is an important job to be done by the elementary school counselor, and it is one which teachers cannot be expected to do by themselves. Moreover, special professional preparation is needed to prepare the elementary school counselor for his work with pupils, parents, and teachers. At present, more attention must be given to developing graduate programs to help elementary school counselors meet their professional responsibilities. These responsibilities include counseling children, counseling their parents concerning their children's school adjustment problems, and consulting teachers and parents. Fortunately, elementary school teachers and principals who have had experience with elementary school counselors seem to value the counselor's services and to be able to use them wisely.

Laymen are beginning to recognize the need for these services, and they are doing something about it. In the last session of Congress, for example, Congressman Gibbons introduced a bill (House Bill 11322) to provide special services for primary school children. Though Congressman Gibbons defined the position differently than this writer defines the elementary school counselor's role, he certainly recognized the preventative aspects of elementary school counseling. In any case, funds for these services may soon be provided. Hence, the counseling and guidance profession must be prepared to act quickly and wisely in the interest of children. Various professional leaders such as elementary school teachers, principals, and supervisors, counselors, and counselor educators must cooperate in defining the job to be done, in planning graduate programs for the many persons who will be needed to fill the positions, in recruiting and selecting persons for the training programs, and in using these specialists wisely once they are placed in the schools. Beginning with demonstration centers like those sponsored by the Guidance Department in the Office of State Superintendent of Public Instruction in Illinois shows great promise as a method for introducing elementary school counseling.

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UNMET NEEDS FOR PUPIL PERSONNEL SERVICES IN THE ELEMENTARY SCHOOL AS SEEN BY A CHILD DEVELOPMENT SPECIALIST

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I am pleased to come to my "home" University of which I am so proud; to greet old friends and to work for today and tomorrow on some common problems. I appreciate the opportunity or the necessity of being forced by the deadline of this paper, to sort out my own thoughts on this issue and to assess directions which are, for me, at least, meaningful.

From my point of view, philosophy and actions are interrelated, each influencing the other and the basic premise which has emerged as workable for me is simple: children are the main resources of a society, and the direction which society will take depends in large part upon the kind of children society develops. John Dewey wrote in 1920:

> *"Democracy has many meanings, but if it has a moral meaning, it is found in resolving that the supreme test of all political institutions and industrial arrangements shall be the contribution they make to the all-round growth of every member of society."*

My own observations have led me to realize that all social issues impinge upon the development of children--issues such as war or peace; depression or inflation; poverty or affluence; overpopulation or family planning; integration or segregation; employment of mothers outside the home or bored mothers inside the home. I recently heard a leader in developmental psychology remark that on every city council there should be a watchdog for children who would evaluate every ordinance, every license, every permit, every budget, in terms of what it would do to children.

I would like to suggest that we need persons in schools who would act as watchdogs for children, persons who would evaluate every school policy, every physical change in buildings and equipment, every grouping of children, every curriculum--evaluate all in light of what it will do to and for children.

Today I would like to organize what I have to say about unmet needs of children by first mentioning the traditional area in which schools have placed most emphasis--that of cognitive development in children and then move to three areas of development in which many needs of children remain unmet: (1) the cultural-social, (2) the child or peer culture, and (3) the biological-physical area. I see these areas as surely interrelated and contributing to the cognitive area, but further, I see them as essential in their own right to the optimum development of all children.

Schools have traditionally emphasized one area most heavily. In this area we have succeeded best--this despite the fact that Secretary MacNamara and others have appalled us by figures of incompetence and illiteracy in our country. This is the area of cognitive development. We have made gains in how best to assist children in this area not only in teaching them initially but in remedial work as well. Our failures, it seems to me, still stem from our lack of appreciation of the relationship of content to be taught on the one hand, and the needs and developmental levels of children on the other hand.

We should not underestimate the successes teachers are having in the cognitive area of development.

Learning to understand and control one's environment by using one's cultivated intelligence contributes to one's overall competence and feelings of well-being in a very complex world. Teachers and other school staff members should be proud when they can help children to do this. They have a right to feel that they are assisting children in their total development by contributing to their intellectual capacities and achievements.

We speak of unmet needs of children. May I hasten to add that many of us know of individual teachers and schools and classrooms whose programs are indeed effectively meeting the needs of children in all important areas. I emphasize, then, that I do not imply criticism when I attempt to delineate areas where future efforts can most fruitfully be made.

The behavior and the development of an individual are the results of various forces playing upon him and the "stuff" of which he's made. In this important sense, behavior is caused, and the development of the person is shaped--shaped into a pattern that is unique to him. No two people are alike because no two have had exactly the same experiences. Moreover, no two come from the same biological "stuff." While we can say no two are alike, we can still say that no two are entirely different. We all have a common biological heritage. We have in common the human body. Each of us goes through common patterns of growth and of aging; each of us transforms and expends energy; for each of us our bodily functioning is correlated by the action of the nervous and glandular systems. These body processes help to determine behavior and development.

The members of any society learn to share common beliefs or values, common ways of behaving, and common ways of relating to each other--beliefs, manners, and values that are considered desirable and proper within the society. If this were not so we could not operate as a social group. Hence, persons within any given society tend to become alike in many ways that set them off from people of other societies. At one and the same time we are different and we are alike.

Within American society, which is increasingly complex, there are many different kinds of groups--ethnic, social-class, racial, rural, urban, geographic, religious--and within each group there is commonality that marks it as somewhat different from the others. Each group has somewhat different expectations for its children; families within each group teach their children in their own variation of the common American pattern.

Within any American community there are groupings according to age developmental level. During the last few decades boys and girls have come to participate less and less in the work-a-day world of adults. Where once they were so needed, we seldom see father and son or mother and daughter working together. And there seem to be fewer and fewer jobs available for children. They have come to participate more and more in their own society of children and adolescents. In these sub-societies with their own cultures children teach each other. Probably what they learn from each other is almost as important as what they learn from their own families.

Though we share common physiological patterns of processes, we nevertheless vary extensively in both heredity and experience. Out of such variation individuality develops. Each person thus becomes an individual. Each develops a somewhat different version of what it is he needs or desires, how he "believes" he can best go about fulfilling his needs, how he sees himself in relation to others in his world, and how he defends himself against threats to his self-esteem. These needs, habitual behaviors, perceptions, and defenses are common threads in personality development. They are woven into a different pattern for each and every person, and this uniqueness is what makes each of us so fascinating, to himself, at least, and to others, he hopes!

The developmental forces that play upon the individual thus originate in three broad aread: The social forces, the expectancies and pressures presented by those persons or groups with whom he interacts; the biological pressures that make for growth and differentiation; and the personal desires and needs that arise and become patterned in the individual himself.

These three types of forces determine a sequential array of common developmental steps that confront each person throughout all of his life. By now it is obvious to you that as a developmental "specialist" I tend to look at these in terms of age and stage in the life cycle. Time is the important dimension here and special concern is given to continuity or change over time. I ask that we not forget, too, that change occurs also in society and in human biology itself.

In this conference we are especially concerned with how schools have been successful in assisting children in these areas of development. We are concerned with thinking how a team of workers in behalf of children can assist children in their personal, social, and biological development. Let us look at the area of social-cultural development.

Many children are confused and puzzled by their experiences in school. This is particularly true of children who come from the so-called minority groups in our society; groups whose cultural patterns differ from the middle-class culture that dominates the schools. It has been estimated that one-third of the children in the United States belong to minority racial and ethnic groups, including Negro, Indian, Chinese, Japanese, Spanish-speaking; to these we could add the large number who have foreign-born parents. We can also add those children of native American stock who come from lower socio-economic groups. They make up about two-thirds of all those children in school. We can see that actually for a majority of children school may well be a confusing and even disturbing place.

As we are now organized, most schools push on every child new views of the world and of himself, new feelings, motivations, values, patterns of behavior. These are hard things to learn. Almost before many children have had time to feel comfortable with the demands and expectations of their families, new learnings are set down by the school. Children then must try to learn simultaneously what is expected at home; and at school. What is taken for granted or praised in one setting may get punished in another; what was unknown at home is assumed at school.

Although children who attend public schools have learned widely different social behaviors and purposes, the organization and content of the typical school proceeds on the assumption that all children have learned the same ways of behaving.

Even when we school personnel assume that social backgrounds make a difference, we continue to be unrealistic in what we expect of children and in what we try to teach children. We seem to proceed on the basis of stereotypes. We often fall into the trap of ascribing to all children from a particular background behavior and motivation which many of them do not hold important. Moreover, these children's parents do not, in fact, hold these ideas either. For example, a quick look at a child's cumulative record folder tells us that he comes from a "broken" home. With split-second precision we jump to the conclusion that the child is "insecure and "emotionally deprived." The fact is that he may or may not be. Or it is taken for granted that all children of lower-class status are lacking in ambition and do not value middle-class patterns of dress, language, and behavior.

It would seem, then, in this area of social-cultural development, that we need persons who can think carefully about such questions as these regarding a particular child:

Has he had a chance to learn what the school takes for granted--especially language, manners, ways of playing with others, obeying rules? If not, what has he learned in these areas?

What special expectations and pressures has he had to meet so far, particularly in his family?

What values has he taken on? What does he expect of others?

What notions does he have about everyday realities?

What ways of expressing feelings has he developed? How does he feel about the things which happen to him? How has he learned to relate himself to others? What does he expect in his relations with others?

I am suggesting, then, that to large numbers of children, real assistance or even any real appreciation of developmental social problems is missing. The child finds himself in a situation in which he cannot express himself emotionally as he learned to do; he is confronted by discrepancies in values; behavior is rewarded and other behavior is punished; he finds himself and his background increasingly ignored and devalued; he is limited in opportunities to affiliate with others and to feel he belongs.

This implies then that we need people who can help effectively connect a child's present experience with what has and is going on in his socialization at home. It means we need people who can help children look at alternative ways of handling situations, not moralizing about the ways they now practice.

We need people who can help us reconsider the motivations schools now capitalize on. Right now we often ignore the real motivations of children, setting in their place objectives which cannot be rewarding for some children and which probably should not be rewarding for others.

And finally in this area of development, we need people who can help us re-examine the atmosphere created for living and learning in schools. How much of the school atmosphere is repressive! It stresses individual achievement and competition; it rewards a limited range of roles and behaviors. This is difficult for any child; for two-thirds of our children such an atmosphere is particularly devastating.

I see further the need for a person who is an innovator in relating the school with the community it serves; who understand how to utilize the strengths of a community for the optimum development of children; a person who fosters the image of the school as a place where a staff is eager to be of assistance in solving problems relating to children and their families.

Now to the second major area which, if we are to concern ourselves with the full development of school children, deserves attention. Although we may smile and think, "Ho Hum" when we hear it, it concerns learning to live with other people. Though we glibly say, "of course," and though we are reasonably good at recognizing early in school those children whom we can predict will have increasing difficulty in this area over the years and through adulthood, relatively little is presently done in the school situation in the way of planned intervention.

Winning in a game of marbles or losing a race or having the largest pack of trading cards may have much greater effect on the development of an individual child than anything he learns in a classroom that same day. When we think of it, social learning is really a series of personal interactions in small face-to-face groups. There are literally dozens of these little groups--some primarily controlled by adults and other largely child controlled. Right now let's look at the groups which are child dominated which are made of one's own age-mates within a year or two of one's age. It is here in the setting of the peer group that the child practices social skills and roles which will continue to serve him. They form the basis in which social learning can take place on equalitarian terms, in which give and take can be fostered without the complication of having to deal with adults or with younger children. It is also true that only the peer group can supply certain crucial social interactions by which personality develops. The peer group, then, develops a set of values, a social organization and a code of behavior of its own--sometimes significantly at odds with the adult world!

What we do need then persons in the school setting who can observe the social organization of the child's world; who accept the reality that as adults we are likely to be excluded from this child's world and who accept the dual social systems in which the child lives.

But we need persons who go further than observation and acceptance. We need persons who can help children become skillful in small group relations and who do not simply adopt a hands-off policy. Such persons know that simply "talking with the other children and getting them to take an isolated child back into the group is basically not getting at the root of the difficulty. Neither is rewarding the friendless child's attempts to compensate by attaching himself to other adults nor engaging more and more in activities which require little social interaction. The helpful person needs to begin where the youngster is and provide a series of many opportunities to practice skills--at first perhaps with an adult present who can interpret, direct, and assure success in small child groups, but gradually playing a less important role. Such a person could be alert and helpful in creating in the school situation an atmosphere free of severe tensions so that natural groups of boys and girls have no need to hurt or punish a member of the group as an outlet for their own hostility. Such a person is needed also to help create in schools a wider variety of social activities so that many different types of children can gain approval and status with their peers.

Now for the third major development area.

The child grows and develops as a whole in many aspects of his life--biological, sociological and psychological. All areas are interrelated and change in any one brings changes in all others. When we look at this third area of development, we want to be aware of its significance to the total growth process but we need in addition to see it in the context of other areas.

The fact that the child is a biological organism has been well taken into account in some areas of our school practice, but has been neglected in others. Most schools, for example, provide for regular physical examinations of pupils, for good conditions of cleanliness, light, heat, and play space. The curriculum provides for physical education and the teaching of good health habits; much of it is planned in light of the child's physical abilities at various stages of development. Most teachers are well aware of the importance of good nutrition, of the effects of health and disease upon a child's ability to learn, and of the effects of physical handicaps and deformities upon personality.

Yet, in certain other areas, the biological aspects of human growth and development have not been taken fully into account, especially the relations between physical growth and the social and emotional development of children. I would like to talk about only three of these and their relations to other factors in development which in turn point up unmet needs of children: differences among children in energy output, differences in body build, and differences in patterns of physical growth. You will recognize, of course, that these factors are themselves interrelated.

First, energy output. There are great individual differences among children both in the amount of energy-producing materials they need and in the amount of energy they use. One youngster is very quiet, placid and passive. He almost seems to wait for the world to present him with a situation requiring action, and uses the least possible amount of activity in meeting the situation. Next to him is another child who is a bundle of energy. He reaches out and responds to all stimulation and to all new experiences--he even seeks them!

These differences among children in energy level may be due to differences in heredity; that is, one child may inherit the tendency to use up great quantities of energy, whereas another child may inherit the tendency toward more sluggish, passive behavior. The differences may also be due to differences in nutrition. A child may be listless and inert simply because he is not getting the right quantity or the right type of food.

Differences in energy output may also be due to differences in the "emotional climate" in which children have grown up. In some families tension is high and there is great stress on activity and a child is expected to react quickly and intensely to a wide variety of situations. We speak of the "over-stimulated" child as one who expends a great deal of energy in his emotional life. The "emotional" child may have no greater amount of energy at his disposal than the "unemotional" child; but he uses his energy in different ways. In addition to the differences in energy output for each child, there are differences in the amount of energy available to the same child at different times in his life--after sickness or operation, time of day, etc., etc. Although elementary children are supposed to be in a period of relatively slow, steady physical growth--there are significant individual variations in patterns of energy which is available for a child at a given time. As I've already indicated, sometimes the reason for a child's overpassivity or over-activity may not be completely physical. A child may have learned that the most rewarding way to respond to most situations involving adults (or perhaps all persons) is by being passive--as one child put it, "no sweat." For another, the only way in an active, busy household to get yourself listened to is to move faster, talk louder and push harder than the other people in your life space!

In general, then, the energy output of the child is something we need help in understanding and also in providing for in the school setting. We need persons who can assist teachers in assessing individual energy levels and to develop concrete plans within the school setting where everyone's energy is used to the benefit of himself and the whole group.

While we're at it, we might say a word about the teacher's own lack of awareness of her own energy level and its effect on the group. My guess is that classrooms are paced at the teacher's own level of energy output. Teachers may experience difficulty in understanding and planning activities for children whose energy output differs radically from their own.

Children, as well as adults, vary enormously in terms of body type. Any typical group of children is likely to include short and stocky, tall and thin, strong and muscular, and frail children. The child's body build is largely determined by hereditary factors and at the same time our middle-class culture has notions about the way attractive children should look. We not only evaluate children in terms of these notions but teach the children to evaluate themselves and other children along these expectations. In addition, we ascribe other characteristics of personality to children of certain body builds--we expect a fat little boy to be jolly, good-natured, unagressive and sometimes a little babyish; we expect a muscular boy to be vigorous, aggressive; the pale, fragile-looking girl to be shy, fearful and a fringer in a social group. Children are also appropriately or inappropriately assigned certain roles to perform in school and on the playground on the basis of their body build. Those roles may or may not be comfortable or useful developmentally to the child. We may unwittingly limit a child's range of experiences because we view him in a certain way.

Furthermore, our culture sets a premium upon one type of physique as compared with another with respect to sex differences. For an example, it's not a good thing for a middle-class girl to be either fat or a great deal taller than the male children in her classroom. This in itself is not so important as how this is taught to the child herself--what it teaches her about her "self." I maintain that it is a very different thing to rise to give a report on the U. N. when you are in the fifth grade and a thin, pale, tall, cross-eyed girl with limp blond hair than it is to be a "rosy, pink, well-put-together, smooth-haired (with a blue band on it) medium sized girl!

We need persons skilled not only in assessing body build and attractiveness in relation to cultural expectations and self-concept but also persons who can communicate acceptance of children of great variation and assist them to accept themselves and to use their bodies effectively.

Now let's look at physical growth patterns. There is a characteristic human pattern of physical growth which applies to most of the body and in brief it is a pattern in which growth is very rapid at the beginning (prenatal, postnatal, and infancy) then slows down during the years from two to six or seven. After this initial slowing down in early childhood, there is a period of four or five years of smooth, slow, even growth, followed then by a period of more rapid and variable growth during the years of puberty.

The typical child of elementary school age has already been through the years of his most rapid and tumultous growth. His body has stabilized, his temperature is much less variable than it was as an infant. The fluids in his body have reached a more stable level of concentration. The amount of sugar in his blood and the amount of salt are now kept within limits by mechanisms which help him maintain his physiological balance.

Although all persons undergo this human pattern of growth, every individual has his own particular variation of the common pattern. There are great individual differences from the very beginning. One infant gains weight very rapidly for the first six months, then slows down. Another puts on weight slowly but consistently. Some children grow by spurts; others by small, regular increases. Girls tend to be ahead of boys in physical maturation at all times from birth on, even though they are ahead in terms of actual size for only a brief period of two or three years beginning at the age of 10 or 11. The differences in growth patterns are, however, most marked after the period of late childhood. The pubertal growth cycle may begin in one youngster at the age of seven or eight; in another, not until 14 or 15.

We need persons, then, who take the findings of nurses and doctors regarding the changes in height and weight of individual children and see them over a long period of time and also who can relate these findings with other behavioral changes in children. The biological growth and health status of children cannot be kept locked in the school nurse's files apart from his total development. We need persons who can use the services of specialists in these areas but who can see them in relation to other areas of growth and use them in developing plans for children.

What does this add up to?

Simply this: If we believe that it is the business of schools to concern themselves with the optium, total development of all children--in areas in addition to cognitive ones (and even to contribute substantially to the cognitive ones); if we believe that along with infancy, the early childhood, and middle childhood periods are not only the most critical in terms of development but also the years during which planned intervention has the greatest possibility for being effective; and if we believe that helpful as they are, particularly as "screeners" and "identifyers" of children as "learners" vs. "non-learners," "happy" vs. "unhappy" etc., teachers frequently do not have the time, energy, nor skill to see long-range development or the meaning of specific behavior in relation to total development. Although teachers may have knowledge of the child's total living setting, they may not be skilled in translating this knowledge into action that will assist the child. If we further believe that we can no longer be content with a patched together, piece-meal affair we've often resorted to with regard to development--adding a specialist or two to the staff, setting aside an hour or two a week for "guidance," or providing new space in our gap-filled cumulative records to check "personality traits"; if we accept these observations then we are, as the British would say, "for it."

We need persons for this job as maximumizers of the development of children who will work in a school setting. By and large it will have to be the educators who develop the broad programs of action and tackle the problem of training personnel in sufficient numbers to do the job. Other professions have much to contribute but to wait for social workers, psychologists, and medical clinicians to develop programs of sufficient size is to waste another couple of generations of children.

Nor does it appear that one professional guidance worker serving three large elementary schools can effectively meet the needs of children in the ways we've been describing. This person must rely heavily upon teachers as co-workers and must take leadership in fostering informal, in-service training in helping children. In addition, it seems mandatory that such a person would learn to utilize supportive, sub-professional personnel on his staff--both paid and voluntary in order to accomplish his task.

"I find the great thing in the world is not so much where we stand, as in what direction we are moving. . . . We must sail sometimes with the wind and sometimes against it,--but we must sail, and not drift, nor be at anchor."

Oliver Wendell Holmes
The Autocrat of the Breakfast Table
(1858)

AN APPRAISAL OF A PROGRAM FOR THE PROFESSIONAL PREPARATION OF ELEMENTARY SCHOOL COUNSELORS

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Prior to describing an institute program for the preparation of an elementary school counselor, one must define his role. The elementary school counselor's primary duties are counseling children, counseling their parents concerning the children's school adjustment, and consulting with teachers and parents. McDougall and Reitan's (1963), McCreary and Miller's (1966), and Smith and Eckerson's (1966) studies of practitioners in the field all support this definition. Except for their additional emphasis on coordination so does a preliminary statement by the Joint ACES-ASCA Committee on the Elementary School Counselor (1966):

> *"Counseling is one of the responsibilities of the counselor. Other responsibilities of the counselor include consultation and coordination. The counselor will counsel and consult with individual pupils and groups of pupils, with individual teachers and groups of teachers, and with individual parents and groups of parents. He will coordinate the resources of the school and community in meeting the needs of the individual pupil."* (p. 659)

In general the writer agrees with the committee's statement, but he does have one question about it: Wouldn't it be better for a counselor to counsel children and consult teachers?

Objectives of the Preparation Program

1. To increase the enrollee's understanding of human behavior, of techniques for appraising the impact of school and home environments on children, of counseling and guidance theories and practices, and of the research literature on elementary school counseling, child growth and development, and classroom learning and to help him apply this knowledge in defining and implementing his role as an elementary school counselor.

2. To help him to better understand himself, to help him identify and use his strengths, and to help him recognize and correct and/or compensate for those weaknesses which may interfere with his success in counseling with children and parents and consulting with teachers and parents.

3. To teach enrollees the counselor's ethics and to help them apply these principles in their daily relationships with pupils, parents and colleagues.

4. To increase each enrollee's competencies in helping teachers identify those children with whom they would like assistance, describe these pupils, discuss their feelings toward these pupils, and determine cooperatively what they can do to improve the children's school adjustment.

5. To improve his ability to use non-test and test data to help teachers to better understand their pupils, and to help their pupils to better understand themselves, including what they have a right to expect from themselves intellectually.

6. To help him identify essential guidance services for elementary school children, to determine which he should be expected to provide and who should be expected to provide other essential pupil personnel services, and where appropriate, to provide in-service education for his colleagues who are to provide these other services.

7. To help him to recognize and to develop his professional responsibilities for leadership.

8. To help him apply his knowledge of statistics and research methods to evaluate other's research and to appraise the outcomes of guidance services which he provides.

The Preparation Program

For the eight years preceding the first NDEA Institute for the preparation of elementary school counselors, the University of Illinois had graduated from two to seven elementary school counselors each year. The minimum program varied from the equivalent of one academic year of full-time study and one summer to one academic year and two summers, depending upon the candidate's background in elementary education and psychology. The staff reviewed the entire program just prior to submitting its first Institute proposal. As a part of a two-year program, the proposal provided for all of the required courses to be included in one year and two summers. Students who had met any of these requirements in previous graduate work were encouraged to select appropriate electives. For most enrollees the two remaining summers of the two-year program were electives. Briefly this educational sequence included the following (semester hours are recorded in parenthesis):

Educational Psychology 311. A review of the research on learning, development of a learning theory, and a discussion of its application in teaching and counseling in the elementary schools (2).

Educational Psychology 312. A study of social and emotional adjustment and personality theories (2).

Educational Psychology 390. An introductory statistics course which includes correlation, statistical inference, interpretation of statistical findings in educational literature and design of studies to appraise counselor's services (4).

Educational Psychology 392. A basic course in tests and measurements which also includes appraisal of tests commonly used in the elementary schools (4).

Educational Psychology 412. Advanced child development with special consideration of methods of studying and evaluating the behavior of a child as an individual and within a group setting (4).

Special Education 417. Basic course in exceptional children with special consideration of knowledge need by the counselor as a consultant to teachers (4).

Educational Psychology 422. Principles and practices of counseling. A special unit for the course was added on play therapy techniques (4).

Educational Psychology 423. Whereas the section of this course for secondary school counselors stresses use of tests in vocational counseling, this section for elementary school counselors emphasizes the use and interpretation of tests along with non-test data to improve the counselor's, teacher's, and parent's understanding of pupils and the pupils understanding of themselves. Careful attention also is given to the research literature on use of tests in the schools (4). The second year this course was substituted for a special section of principles of guidance for elementary counselors. Since so many of the 1965-1966 applicants had completed the introductory guidance course, it was listed as a prerequisite for all enrollees the second year.

Educational Psychology 426. In addition to the usual didactic instruction on diagnosis and treatment of learning problems, the Institute enrollees are also given a practicum on diagnosis and treatment of learning problems. However, the purpose of the course is to increase the counselor's skills as consultants to teachers, not to make them remedial teachers (4).

Educational Psychology 427. A study of group guidance procedures, with special emphasis on group counseling. In addition to the usual didactic instructor a two hour laboratory is scheduled each week for group supervision of enrollees' counseling groups for children, their counseling groups with parents, and their discussion groups with teachers or parents (4).

Educational Psychology 490. The first semester this seminar is devoted to helping each enrollee formulate his definition of the elementary school counselor's role and to group supervision of pre-practicum (or first practicum) experiences. Every enrollee is provided with at least one additional hour of individual supervision a week (4).

The first year enrollees began their work in the school the first week in November. The second year they began their work the first week in October. At first they spent a half day a week in the schools. Gradually they increased this to a full-day every week. For the first semester, supervision is shared by the professor and a second or third year level graduate assistant.

When the practicum supervision is taken over by the practicum staff, this seminar becomes a didactic seminar concerned with such problems as counselor's ethics, issues in elementary school guidance, the unique characteristics of the consultant's role, current trends in elementary school guidance, implementing the counselor's role in the school, and design of research studies to help the counselor appraise the impact of his services on pupils, teacher, and the school program.

For sectioning in both this seminar (Ed. Psy. 490) and the practicum (Ed. Psy. 424) enrollees indicated to their own duly elected three-man executive committee with whom they would most like and like least to work (for both choice of fellow students and professors). Ten enrollees were assigned to each seminar section for the entire academic year and six were assigned to each practicum section for the second semester.

Educational Psychology 424. The Practicum. For this experience each enrollee works in his cooperating school two days a week counseling individual children, counseling groups of children, counseling and consulting with parents, and consulting with teachers. For this work each enrollee is given four hours of group supervision each week and at least two hours of individual supervision weekly, one by his practicum professor and another by a second or third year level graduate assistant in counselor education (8).

Enrollees' responsibilities are gradually increased as they improve their competencies. During the first semester (Ed. Psy. 490) enrollees' work in cooperating schools includes observation of children in an effort to assess the other pupils' and the teacher's impact upon pupils selected cooperatively by the teacher and the counselor for special study and these children's impact upon others in their classroom; use of non-test and test data in studying children; interpretation of tests regularly used in the school; assisting in parent conferences; consulting with teachers; and counseling children. Usually enrollees work with only a couple of teachers the first semester. With more time available the second semester and increased competencies, they gradually make themselves available to more teachers, conduct more in-service education for teachers, and do more work with parents.

The formal instruction described above was supplemented both years by a lecture series. To give some notion of the range of topics the lecture series for the 1965-1966 Institute are listed below:

Speaker	Topic	Date
Merle Ohlsen, Professor Educational Psychology University of Illinois	The Elementary School Counselor	9-27-65
Henry Kaczkowski Assistant Professor Educational Psychology University of Illinois	Role and Function of the Elementary School Counselor	10-8-65
Julius Seeman, Professor Psychology Peabody College	Techniques for Differentiating Between Well-Adjusted and Disturbed Youth	10-11-65
	Motivation for High Achievement	10-11-65
	Levels of Communication: Using Non-Verbal Cues in Counseling	10-12-65
Fred Proff, Professor Educational Psychology University of Illinois	Non-Verbal Behavior as a Function of the Communication Process	10-15-65
David Brison Assistant Professor Educational Psychology University of Illinois	Guidelines for Observing Children's Behavior	10-18-65
William Lewis Associate Professor Education University of Missouri Kansas City	Characteristics of Good School Guidance Programs	11-2-65
	Definition and Implementation of Counselor's Role in Schools	11-2-65
	Professional Growth and Development on the Job	11-3-65
Lloyd McCleary Professor of Administration University of Illinois	Interpersonal Communication Within a School Staff	11-5-65
Alfred Brophy Associate Professor Educational Psychology University of Illinois	Career Development: Implications for Elementary School Children	11-15-65
J. Don Boney Assistant Professor Educational Psychology University of Illinois	The Cultural Factor in Intelligence Testing	11-22-65

Speaker	Topic	Date
John McGill, Professor Elementary Education University of Illinois	Role of Elementary School Principal: Implications for Elementary School Counselor	12-6-65
David Brison Assistant Professor Educational Psychology University of Illinois	Implications of Recent Research in Cognitive Development	1-7-66
Rudolf Dreikurs, Director Alfred Adler Institute Chicago	Family Group Counseling	1-13-66
	Basic Elements of Adlerian Psychology	1-14-66
	Demonstration in Family Group Counseling	1-14-66
David Ausubel, Professor Educational Psychology University of Illinois	Forum on Child Development	3-14-66
Sidney W. Bijou, Professor Psychology University of Illinois	Use of Skinnerian Methods with Children	3-21-66
Janet Wollersheim Clinical Psychologist University of Illinois	Behavioral Counseling with Children	3-28-66
Harry M. Tiebout Associate Professor Philosophy University of Illinois	Freudian Psychology: A Philosopher's Analysis	4-18-66
	Existential Psychology: A Philosopher's Analysis	4-29-66
Dorothy Rowand School Social Worker Champaign, Illinois	The School Social Worker	4-25-66
John Ferguson, Professor Education University of Missouri	Current Models for Elementary School Counselor Functioning	4-28-66
	My Definition of an Elementary Counselor's Responsibilities	4-29-66
Morton Bradman School Psychologist Champaign County	The School Psychologist	5-2-66

Speaker	Topic	Date
C. H. Patterson Professor Educational Psychology University of Illinois	Phenomenological Psychology	5-9-66

The director also arranged for enrollees to hear Dr. Albert Ellis when he spoke to the psychology colloquium.

Unique Features of the Institute

When compared with other programs, including earlier counselor education for elementary school counselors at Illinois, five features of this Institute stand out. The first tends to be true of most academic-year institutes.

1. Close personal relationships soon developed among these enrollees (29 for 1965-1966 and 30 for 1966-1967). Because they trusted each other, cooperated in their work, and had good times together, they had a wholesome influence on each other and increased their commitment to implement their program on the job. Follow-up visits the first year on the job with 1965-1966 enrollees suggest that enrollees were deeply affected by these relationships; they also indicated that these relationships increased their commitment to implement a good program (Ohlsen, 1967).

2. Periodic intensive interviews were conducted by the graduate assistants three times during the academic year to identify enrollees' problems and to try to help them do something about problems which were interfering with their profiting fully from the learning opportunities provided by the Institute: early October, at the beginning of the practicum--third week in second semester and at end of the practicum. Each interviewer tried to develop a permissive climate in which the enrollee could talk freely about whatever bothered him. After the enrollee was given a chance to discuss his problems without contamination by the interviewer, the interviewer tried to help the enrollee determine what he could do about each of them. Finally, the enrollee was asked to comment on what he liked most about the Institute. These interview data were supplemented by regular feedback from enrollees through their elected executive committee. Reactions from enrollees at the end of the Institute clearly indicated that these interviews improved morale and encouraged enrollees to seek help with their problems. This periodic feedback also helped the staff improve the program during the Institute.

3. Group counseling was provided for both groups of enrollees. To illustrate how the groups were handled the writer quotes from the Director's Technical Report for the 1965-1966 Institute:

   > "Group Counseling. At the beginning of the Institute group counseling was described for enrollees and they were

> offered a chance to participate in it on a voluntary basis. Its purpose was to help enrollees to better understand themselves and to help them recognize and try to deal with those unresolved conflicts which seemed to interfere with effectiveness as elementary school counselors. Within this accepting, ego-supporting climate most enrollees discovered that they could deal with the personal problems that bothered them and the professional problems they were meeting or the problems they expected to meet in their home schools in making the transition from teacher to counselor.
>
> "Those who volunteered for the first two counseling groups were counseled by third year doctoral students in clinical psychology. Prior to being admitted to a group they were interviewed by the counselor who expected to counsel them to get to know them better in order to determine whether they were ready for counseling and committed to try to change their behavior and to determine whether each would fit into the group of other prospective clients. This also gave each prospective client a chance to discuss the problems which he wanted to discuss in the group, and a chance to ask any further questions which he had concerning what would be expected of him in the group. In other words, the client not only had to volunteer but he had to convince the counselor that he was ready for group counseling. Several months later when others volunteered for group counseling, a third counselor, a doctoral candidate in counseling and guidance, used the same procedure to select from among four or five volunteers, the three whom he admitted to a group made up primarily of graduate students not in the Institute.
>
> "Eventually a fourth group was organized for the remainder of the enrollees who wanted to participate in group counseling. No intake interview was used to select clients for this last group. The fact that these persons were last to volunteer is probably also significant. In any case, it soon became evident that little would be accomplished in the group. Except for the members of this last group, the others seemed to feel the goals stated above for group counseling were achieved, and consequently that it made an important contribution to the Institute." (Ohlsen, 1966, pp. 7-8.)

Follow-up visits revealed that this was one of the most valuable experiences provided in the Institute. Another feature which stood out above all the rest was quality of supervision in the practicum (Ohlsen, 1967).

4. Cooperating schools for the pre-practicum and practicum were selected with great care. When the Institute program was described for superintendents in eight prospective cooperating

districts, and they indicated that they wanted to participate, each was asked to suggest the names of a few schools in which he felt elementary school counseling would succeed. Forty-six elementary schools were suggested. Since it appeared that several of these schools needed two counselors, the staff decided that they could not use more than twenty-five schools for the 1965-1966 enrollees. When, therefore, each principal was interviewed he was told that though his willingness to participate was appreciated, the University could use only about half of the schools. If, after the program had been described to him, he had any reservations about participating he was told that he should feel free to take a rain check for the first year. If, on the other hand, he was really interested, he should try to convince the interviewer that he was really committed to the program and that he had teachers whom he was also certain would like to participate. The meeting with the principal was followed by a meeting with the school staff in which the Institute liaison person (a professor) described elementary school counseling and tried to assess the staff's commitment to program. Eventually twenty-three schools were selected for the first year. Their sincere cooperation was a very significant factor in the success of this program.

5. Finally, the staff took advantage of this opportunity to provide systematic instruction for graduate assistants in practicum supervision. For the first three weeks the assistant observed the professor in practicum supervision. Then the professor supervised the assistant for three weeks during his supervision of enrollees. Then each had at least one hour of individual supervision for each enrollee each week during the rest of the semester. Naturally assistants also were encouraged to consult with the professor regularly.

The Enrollees

Since only the data for the first year Institute have been analyzed, the rest of the report deals with them (Ohlsen, 1966). Obviously, there is no substitute for top quality students. This group seems to be an unusually good group.

From the entire group of approximately 1150 inquiries, the Institute obtained 158 qualified applicants. Preliminary screening on the basis of official transcripts, Miller scores, completed application forms, including an autobiography, and letters of recommendation from employers and teacher educators reduced the number to 78. Examination of scores from the Ohio State Psychological Examination, the Minnesota Multiphasic Personality Inventory, the Strong Vocational Interest Inventory, and NDEA Comprehensive Examination reduced this number to 43. These remaining applicants were given an intensive diagnostic interview. To give some notion of the quality of these beginning graduate students the mean raw score on the Miller was 57.

Impact of the Institute on Enrollees

Obviously, only a few of the highlights from data collected during counselor education can be discussed in this short paper. A more detailed report, including a follow-up on the job, will be published later (Ohlsen, 1967).

a. Mastery of Professional Knowledge

Enrollees demonstrated significant increase in the mastery of professional knowledge. The difference between means for pre and post-test scores for the NDEA comprehensive was significant at .001 level. Responses to the End-of-Institute Reaction Sheet also support this finding. They felt that they had mastered much new knowledge. In fact, some felt that too much emphasis was placed upon mastering knowledge; they felt that they were pushed too hard.

b. Improved Professional Skills

From their course tests, their supervision of individual research projects, and their supervision of the pre-practicum and practicum, the staff members concluded that the enrollees improved their counseling skills with children and parents, their skills in serving as consultants for teachers, their skills in using others' research findings, and, for a few, their research skills. Though enrollees improved their skills in working with parents, this is probably one area for which they were not provided enough experience, and hence, they feel least competent.

From the statements made by enrollees in the periodic, intensive interviews with graduate assistants, and from their responses on the End-of-Institute Reaction Sheet, it is evident that they were most enthusiastic about the help they received in learning professional skills--especially in the practicum and in the course work concerned with diagnosis and treatment of learning problems. These enrollees came to the Institute with a strong committment to master the professional skills which they felt that they needed to succeed as elementary school counselors, and they worked hard to master these skills. (Ohlsen, 1966, p. 18.)

c. Personal and Professional Problems Resolved

From the first to the last intensive periodic interview the number of problems that they mentioned was reduced significantly. Enrollees received help with problems concerned with counseling techniques, study methods, and course requirements from professors of didactic courses; with specific counseling techniques, with definition of counselor's role, with implementing their role, and understanding themselves from practicum supervisors; and with a variety of problems from their group counseling experiences--especially with self-understanding, interpersonal relationships, and family problems.

d. Changes in Perception of their Hierarchy of Needs

Three significant changes in their hierarchy of needs were noted: heterosexuality and autonomy were increased whereas abasement was decreased.

e. Changes in Enrollees Perceptions of their Job

For these data the investigator is indebted to his colleague J. Don Boney. Boney's instrument was administered at the beginning and end of the Institute to identify changes in enrollees' perceptions of their job. For the purposes of this report, this investigator identified the ten statements which best described these enrollees' perceptions of their job functions, the ten statements which most poorly described what they thought they should do, and those items for which chance could not account for observed changes in mean ranks for all 29 enrollees. Dr. Boney recently submitted for publication a paper which presents the results of his study more completely.

Table 1 indicated what enrollees felt were most important of their duties.

To give the reader some idea how their perceptions changed, those items for which shifts in mean rankings changed significantly are included in Table 2.

TABLE 1

Most Descriptive of Enrollees' Perception of Job Functions

		Pre-test	Post-test
15.	Conduct group counseling sessions with students having learning and emotional problems.	6.1	6.8*
11.	Identify and counsel underachieving pupils.	6.2	6.1
2.	Make classroom observations to determine how pupils having adjustment problems are functioning with peers and how teachers are relating to them.	6.0	5.7
17.	Arrange parent conferences to discuss the family situations which might be affecting the child's school adjustment.	5.6	5.8
20.	Conduct group sessions with teachers which are focused on self-understanding and ways in which they may better cope with emotional problems of pupils in the classroom.	5.3	5.5
60.	Confer with teachers on problems of motivating students in learning.	5.1	5.6
21.	Interpret test and non-test data to teachers in order to help them better appraise their pupils.	5.1	5.1
29.	Initiate case conferences with the school psychologist, school nurse, and other pupil personnel workers regarding pupils with emotional and learning problems.	5.3	4.9
16.	Conduct play therapy sessions with emotionally disturbed pupils.	4.8	4.9
25.	Coordinate in-service education programs concerning the mental health aspects of teaching.	4.6	4.9

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*N.B. Individual rankings for each item varied from 1 to 7.

TABLE II

Items for Which Perceptions of Importance Changed

		Pre-testing	Post-testing
15.	Conduct group counseling sessions with students having learning and emotional problems.	6.1	6.8**
29.	Initiate case conferences with the school psychologist, school nurse, and other pupil personnel workers regarding pupils with emotional and learning problems.	5.3	4.9*
8.	Conduct interviews with pupils, teachers, administrators, and parents as a means of collecting information pertinent to making a valid assessment of a child's developmental history.	5.3	4.4**
18.	Confer with teachers who wish help in clarifying instructional objectives and defining them in measurable terms.	3.1	4.1**
6.	Prepare case histories of pupils experiencing difficulties in adjusting to the environment.	4.5	4.0*
52.	Test any new pupils who transfer to the school without adequate ability and achievement data.	3.4	3.9*
14.	Prepare written reports of pupil evaluations for teachers, parents and other referral psychological agencies.	4.2	3.6*
48.	Serve as consultant to faculty study groups, PTA meetings, departmental meetings, etc. for improving their group procedures.	2.3	3.4**
32.	Make recommendations to the department of curriculum and instruction concerning achievement weaknesses as determined from standardized measures of achievement.	2.7	3.3**
51.	Interpret to teachers the functions of other pupil personnel specialists in the school district.	3.8	3.1**

		Pre-testing	Post-testing
4.	Administer individual tests of personality to pupils who are identified as having emotional problems.	3.8	2.8**
36.	Conduct action research studies of comparative methods of instructional procedures and materials in conjunction with the curriculum department.	2.3	2.7*
42.	Be responsible for the evaluation and educational placement of pupils who are physically handicapped.	3.2	2.5**

The contrast between those items which were most and least descriptive of their duties was even more striking. Those which best described their activities were helping relationships whereas those which were least descriptive focused on administrative, diagnostic, and record keeping activities. Furthermore, only two of the items in Table 1 (15 and 29) also appeared in Table 2. Except for one function (52), items which these enrollees lowered in priority from the beginning to the end of the Institute were those normally done by the school psychologist and those which they raised involved counseling or consultation.

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*.05 level of significance

**.01 level of significance

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A RESEARCH SUMMARY:
FUNCTION AND PREPARATION OF ELEMENTARY GUIDANCE WORKERS

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Perception of guidance needs and the activities recommended to meet those needs have been in process of change over the past few years. During this period elementary school guidance has moved from a state of hope and plan toward realistic implementation.

Discussion in the early literature (only eight to ten years ago!) urging that some sort of guidance worker be available in every elementary school pointed to needs for a school counselor, a school psychologist, and a school social worker, or a single guidance worker with some combination of these competencies.[1]

More recent literature assumes that there will be a guidance worker in each school with the title of counselor (this has become a reality in many schools this year with aid from various federal programs). Under this assumption, the task remains to define role and activities within rather broad limits. We must not leave this definition to be shaped in default by circumstances and by the needs and capabilities of individual practitioners not specifically trained as elementary counselors.

Several studies have appeared which attempt to indicate direction for the elementary guidance worker. All so far, however, are based on subjective opinion of various groups. We find expressions of guidance needs of children, duties of elementary counselors, and role definition as seen by counselors, counselor educators, supervisors, principals, and teachers. Faced with the familiar problems of evaluating any kind of guidance work, researchers as yet have produced no empirical evidence to support any of the varying role definitions.

Nevertheless, the opinions of the various groups of educators are based upon some logic and experience and must be taken into account in the process of deciding tentatively what the elementary counselor's role is to be in order to organize the training for these guidance specialists.

Research Studies

A study by Hart[2] in 1961 asked teachers in 38 schools throughout the U.S. where counselors were employed to indicate the most important duties for these counselors to perform. The same question was asked of 20 "authorities" in guidance. These groups not only differed with each other but the opinions of both were somewhat different from that of educators surveyed in the last two years. According to these teachers, heading a list of 41 activities in order of importance were:

1. Counseling pupils with learning, physical and social problems

2. Interpreting pupil data to parents

3. Holding conferences with parents regarding any pupil problems

4.5 Interpreting pupil data to staff members

4.5 Assisting in placement of pupils in proper classes

The "authorities" relegated "Counseling of Pupils" to third place, after (1) "Interpreting Data to Pupils" and (2) "Parent Conferences." Also included in the first five by the authorities were (4) "Interpreting Pupil Data to Parents" and (5) "Interpreting Pupil Data to Community Agencies."

Acting as guidance consultant to all staff members on pupil problems was ranked ninth by the teachers and seventh by the authorities.

Of interest is the fact that counseling of pupils and guidance consultation with staff members, activities viewed as of prime importance more recently, did not head the list of either group in this study.

In contrast to the above is the extensive Survey on the Elementary School Counselor by the California State Department of Education in 1965.[3] Counselors and principals were in substantial agreement as to the order of importance of the functions of the elementary counselor:

1. Counseling
2. Teacher consultation
3. Parent consultation
4. Testing program
5. Community and district referrals
6. Administration
7. Research
8. Record keeping

Teachers viewed the services provided by elementary school counselors as very effective. When asked how the services might be improved, they did not name any new services, but rather requested an increase in services already being provided. The study revealed a concensus on the functions of the counselor but it was clear that their functions overlap those of other pupil personnel workers.

A 1964 survey of elementary principals by Shertzer and Lundy[4] indicated that these administrators saw the counselor as a preventative, problem-solving, remedial agent who assists teachers in the educative process. As seen by this group, the counselor should be coordinator, consultant, and then counselor, in that order.

Several writers of recent articles, Mahan[5], Brison[6], and Hill[7], and Stripling[8], agree generally that the role of the elementary counselor should be largely that of consultant, catalyst, and resource person, who studies the child and plans action in cooperation with the teacher. The person must be aware of modes of learning and an expert in understanding human behavior through management of groups. Thus he may be expected to work primarily with and through teachers rather than in direct confrontation with the child.

A 1964 U.S. Office of Education Survey[9] provided a look at elementary principals' opinions. One item gave the principals a choice of several possible backgrounds and preparations for a "child development specialist" in the elementary school. The largest proportion of the principals (36%) preferred a person with school psychologist training. Teachers with graduate training in guidance were preferred by 26% and 10% of the principals most desired a social worker type. 14% preferred a generalist with a multidisciplinary preparation.

This preference for a psychologist directly reflects the needs of children as seen by these principals. Three-fourths mentioned children with social-emotional problems as one of the three groups receiving the most attention from child development consultants. The implications are obvious--a large block of spychology seems indicated, in the preparation of the elementary guidance worker, regardless of his title, be it "psychologist," "counselor," or "child development consultant."

The principals were asked to mention the six most important functions of child development consultants. Heading this list in order of frequency were:

1. Consulting with parents
2. Consulting with teachers
3. Counseling children
4. Giving individual intelligence tests
5. Social casework activities

Although the principals saw consultation with parents and teachers taking precedence over counseling children, 75% reported that their child development consultant spent more actual time in the latter activity.

A committee of counselor educators and supervisors in Kentucky[10] has recently completed a study of role and function of the elementary school counselor as perceived by counselors, principals, counselor educators, and state supervisors in the southern region of the U.S. These groups all appeared agreed that counseling type activities are the primary function of the counselor. Consultant, guidance, and teacher type (group guidance?) activities were rated next in importance. Social worker and psychologist-psychometrist type activities were rated a weak fifth and sixth. Administrator type activities were rejected by all groups.

Counselor educators and supervisors saw consultant type activities as second, contrary to the view of counselors and principals, who saw teacher-type activities as second only to counseling children.

The significance of these data seems to be in the difference in views of the counselor educators and supervisors on the one hand and teachers and principals on the other. The high value seen by the former in consultant activities may represent a somewhat idealistic view which is not shared by the counselors and principals facing the reality of daily problems with the competencies of the personnel at hand. Former teachers with varying degrees of formal guidance training may be expected to be more secure in, and thus perhaps more favorable to, teacher-type activities as opposed to consultant activities.

In approaching the problem of defining elementary counselor activities, role, and appropriate training, three basic questions seem to evolve:

1. What position on a continuum from the one extreme of total time spent in consultant, non-counseling activities to the opposite pole of counseling solely with children will best meet the guidance needs of today's elementary school pupils?

2. Can a child development specialist, expert in developmental process and application of learning theory, be effectively trained within the practical limitations of a graduate program of 30 to 45 semester hours?

3. Within the mentioned limitations, what is the best compromise in terms of proportion of the training devoted to counseling preparation, developmental and learning theory, etc.?

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ELEMENTS IN THE ROLE DEFINITION OF THE ELEMENTARY SCHOOL COUNSELOR*

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The central thesis of this paper is that the role for an elementary school counselor cannot be defined without a consideration of five basic elements: (1) the obligation of society to the individual; (2) the role of the school as an agent of society in meeting that obligation to the individual; (3) the conception of human development utilized, specifically, those developmental tasks assigned to childhood; (4) the modes of relating meaningfully to children which are available within the school; and (5) the personnel resources which can be mobilized by the school, both within the school itself, and in the home and community.

In this paper, each of the five elements mentioned above will be considered in turn. Following this delineation of the elements, several possible role definitions will be formulated for illustrative purposes using the model.

I. Society and the Individual

Historically within the United States there have been a number of different conceptions of the obligation of American society to its individual members. The conceptions range from one extreme in which society is seen as having little or no obligation to individuals to the other extreme in which a total welfare state exists.

Lund (1939), in outlining conflicts he perceived in the society, stated that:

> *"Poverty is deplorable and should be abolished. But: there never has been enough to go around, and the Bible tells us that 'the poor you have always with you.' "* (p. 62)

While this conception acknowledges human difficulties, it provides no basis for health or welfare concerns.

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*Paper presented at the Central Midwestern Regional Educational Laboratory Conference on Elementary School Guidance, Louisville, Kentucky, February 24, 1967.

Toward the other extreme President Johnson said in 1964, "*Let those of us who are the well fed and well clothed and well housed never forget and never overlook those who live on the outskirts of hope.*" More recently, Secretary of Health, Education and Welfare, John W. Gardner, speaking at the Washington University Founder's Day Banquet provided what may be taken as a definition of at least the intention of the Federal Government in regard to the obligations of society:

> "*In so much that we are struggling with--poverty, equal opportunity, health, education, programs for the handicapped--the same themes appear and reappear--the release of human potential, the enhancement of individual dignity, the liberation of the human spirit. To my mind, those phrases express what ought to be regarded as the American commitment.*"

A counselor in an educational setting where the conception of society's role is to deplore human difficulty but do nothing to combat it will have a much narrower role than in a situation where the goal is the "release of human potential, the enhancement of individual dignity, the liberation of the human spirit."

II. Role of the School

Allinsmith and Goethals (1962) distinguish five possible roles which the school may assume in regard to the mental health of its students. Each possible school role would have specific implications for the counselor.

The first possible role for the school may be entitled, the "three R" approach, and is subject matter centered. The basis of this position is the assumption that "learning subject matter in a particular way will have a salutary effect in and of itself on the individual's life and will have a correlary effect upon his mental health." (p. 13) Three basic arguments in support of the three R approach are distinguished by Allinsmith and Goethals:

> "*First that a departure from it is destructive of the character development and personality intregration which is thought to result from the intellectual rigor of the traditional curriculum; second, that attempts to deal with present-day solutions to living shortchange the student by not providing him with a background that would be useful for solving all kinds of problems; third, the best possible mental health position which the school should take, by default, is to accept traditional studies as 'something that can be counted on in a changing world.'* " (p. 16)

With the adoption of the "three R" approach, the role of the elementary school counselor would either be very narrowly circumscribed or non-existent, with the teachers becoming the only guidance personnel.

A second possible role for the school has been termed "life adjustment." In this view, social adjustment and social skills are seen as such central values that they become the major emphasis for the school and for some, indeed, they provide a more effective method of teaching subject matter. The basic goal is that of fitting the "curriculum to the child rather than expecting the child to fit the curriculum" (Allinsmith and Goethals, 1962, p. 22). In the life adjustment theory, its contribution to mental health is taken for granted. The role of the elementary school counselor would likewise be minimal in the "life adjustment" school because the process of molding the curriculum to the child is of such central focus.

The third general approach identified by Allinsmith and Goethals has been entitled the "healthy personality." In this view, expounded most eloquently at the 1950 White House Conference on Education, the school is enjoined to take the responsibility for seeking "a healthy personality for each child as well as stimulating his moral ideals, clarifying his vocational skills, and giving the chance to acquire knowledge and skills." In this view, the school has a responsibility for developing the "whole, healthy, happy child" in a "child centered stiuation." Guidance and education are synonymous. In a school based on this approach, the role of the elementary school counselor would be broad indeed. Not only would the school, and therefore the counselor, be responsible for normal problems of development, but they would also be charged with assisting in the cure of every possible difficulty which a child might have. The school is given implicitly the responsibilities of the community mental health facilities.

A fourth position distinguished by Allinsmith and Goethals views the school as a means of altering the culture. The school is seen as responsible for creating changes in pupil personality that will assure the betterment and survival of society. An important writer in the elaboration of this position is Frank (1958) who states that more rational solutions to the problems of society would be developed from including materials such as city planning and conservation of both human and natural resources within the curriculum. Kubie (1955) gives the school the choice of either continuing in its present form and reinforcing neurotic distortions, or the development within the school of the neutralization of the basic neurotic problems that in his view hinder all human beings.

In this culture altering view, the school is likewise entrusted with correcting the deficiencies of personality and the immaturities of character which develop from early life in the society. As with the "whole, healthy, happy child" approach, there is major responsibility for the pupil-personnel services in general and certainly the elementary school counselor.

The final position distinguished by Allinsmith and Goethals was entitled the "Neo-Fundamentalist." Riesman (1954; 1958) was presented as a proponent of this position in which the only solution for the teacher is to redefine his role as instruction in subject matter. Responsibility for the mental health movement would be taken over by agencies such as the home or church and the helping professions in the community. Redl (1955) indicated his belief that the encroachment by surrogate functions on the school put its teaching staff in an impossible position for doing their primary work, teaching.

The elementary school counselor in this "neo-fundamentalist" approach would be primarily an evaluator of severe problems and a referral resource through the home to other agencies within the community. A focus by the elementary school counselor on the normal problems of development would not be inconsistent with the responsibilities of the school in the "neo-fundamentalist" view. Completely inconsistent, however, would be an attempt to provide psychotherapy for the emotionally disturbed or treatment for severe developmental problems.

In summary, then, the role definition of an elementary school counselor cannot be considered apart from the broader definition of the school's role in meeting the obligation of society to the individual. The alternatives range from no counseling, which would be implied in the "three R" approach, to a counseling centered school which would be the substance if the "whole healthy, happy child" approach were adopted. With these five alternatives described, the discussion will now turn to problems of development within the province of the school.

III. Human Development in Childhood

Of central importance to the definition of the elementary school counselor's role is a consideration of childhood development. Based on that consideration of childhood development is the necessity for a delineation of both the normal problems of development encountered by all children as well as a delineation of special problems in childhood development which may be considered abnormal or pathological in extent or severity, and which are confronted by a small minority of children.

The school will obviously be confronted with both normal problems of development encountered by all children and with severe developmental problems posed by the minority of children. The elementary school counselor cannot help but be confronted with both normal and abnormal problems. The extent of his involvement in normal and abnormal problems is determined by the role of the school in the broader community mental health program. The specific type of counselor involvement is influenced by his conception of general childhood development and the correlary definitions of what constitutes normal and abnormal problems.

The childhood development model of Erikson (1950; 1959) provides a basis for considering how such a system can be utilized in defining the extent and type of a counselor's involvement with a student and his problems.

Briefly stated, Erikson's model encompasses eight stages of development. The first stage, or component of a healthy personality, is basic trust vs. mistrust. This he defined as an attitude towards oneself in the world derived from the experiences of the first year of life. He defines basic trust (Erikson, 1959, p. 56) as "what is commonly implied in reasonable trustfulness as far as others are concerned and a simple sense of trustworthiness as for as oneself is concerned." In describing the mistrust element he limits it to individuals who "withdraw into themselves in particular ways when at odds with themselves and with others." (Erikson, 1959, p. 56.)

The second development stage involves autonomy vs. shame and doubt. This stage provides the definition of ratio between love and hate, cooperation and willfulness, and freedom of self-expression and its suppression. As stated by Erikson (1959):

> *"From a sense of self-control without loss of self-esteem comes a lasting sense of autonomy and pride; from a sense of muscular and anal impotence, of loss of self-control, and of parental overcontrol comes a lacking sense of doubt and shame."* (p. 68)

The third stage of human development involves initiative vs. guilt. Building on a firm solution of the problem of autonomy, the next step for a child of four or five is deciding "what kind of person he is going to be." Erikson identifies three developments at this stage which are of critical importance: (1) learning to move around freely; (2) the succession of language to the point of understanding, and (3) the expansion of imagination. In normal development, the child is in "the free possession of a certain surplus of energy which permits him to forget failures quickly and to approach what seems desirable with undiminished and better aimed effort." (Erikson, 1959, p. 75.)

The fourth stage is industry vs. inferiority. At this fourth stage of development the child "now wants to be shown how to get busy with something and how to be busy with others." (Erikson, 1959, p. 82.) Being able to make things and make them well is an important developmental task. Learning to win recognition by producing things and becoming an eager participant in bringing productive situations to their completion is the heart of this developmental period.

Erikson states that the danger at this stage of development is a sense of inadequacy and inferiority. This, he feels, may be caused by "insufficient solution of the proceeding conflict: he may want him mummy more than knowledge" (Erikson, 1959, p. 86) or he may develop the feeling that he will never be any good at anything. The child at this stage may also fail to acquire the "enjoyment of work and the pride of doing at least one kind of thing well." (Erikson, 1959, p. 88.)

These first four stages of development provide the framework for evaluating the problems of elementary school children. The remaining stages in Erikson's theory begin with adolescence and the identity vs. identity diffusion stage and progress through intimacy vs. isolation, generativity vs. self-absorption and conclude the developmental scheme with integrity vs. despair. The interested reader is referred to these stages of development within the Eriksonian framework for a more detailed presentation.

If a first or second grade child was having problems learning, a framework such as Erikson's could be particularly useful in identifying the type of problem and gauging its extent. The theory of the industry stage says that issues such as learning to win recognition by producing things provides the focus of normal development. If the child instead would rather have "mummy than knowledge" and has not yet developed language as a tool of understanding, then in terms of the theory he is concerned with issues which should have been resolved earlier, namely, issues of the initiative stage.

The problem facing the child and therefore the elementary counselor would be a multi-stage problem. In terms of counselor strategy, attention would have to focus on both the immediate learning problem and the previously unresolved initiative stage issues. Since many "multi-stage" problems would be, by definition, more complicated and therefore more difficult to work with in counseling, they would often require more extensive assistance than the school can be expected to provide within the framework of concern with normal developmental problems.

The contribution of a theory of childhood development, in this example the Eriksonian stages, therefore, would additionally be its service in facilitating the identification of a severe difficulty and consequent early referral to an appropriate community agency.

Further specification of the normal developmental problems of elementary school children is provided by Havighurst (1953), who distinquishes three major growth thrusts:

> *"There is the thrust of the child out of the home and into the peer group, the physical thrust into the world of games and work requiring neuromuscular skills, and the mental thrust into the world of adult concepts, logic, symbolism, and communication."* (p. 25)

What Havighurst considered to be the developmental tasks of the elementary school child from six to twelve years result from these three thrusts of growth.

Havighurst (1953, pp. 29-41) elaborates the three growth thrusts into nine developmental tasks:

1. Learning physical skills necessary for ordinary games. In this category are placed the acquisition of skills such as throwing and catching.

2. Building wholesome attitudes towards oneself as a growing organism. The basis of this task is to develop care of oneself, cleanliness and a sense of physical normality and adequacy.

3. Learning to get along with age-mates. By this he refers to the child's need to learn to make friends and to get along with enemies: in a word, to develop a social personality.

4. Learning an appropriate masculine or feminine social role. Here the child not only needs to learn to be a boy or a girl but to act as is expected.

5. Developing fundamental skills in reading, writing, and calculating. These skills form the basis of communication in our society.

6. Developing concepts necessary for everyday living. Under this framework Havighurst mentioned the acquisition of concepts "sufficient for thinking effectively about ordinary occupational, civic, and social matters."

7. Developing conscience, morality, and a scale of values. This marks the beginning of a rational set of values for the child.

8. Achieving personal independence. This is the first beginning of autonomy and the development of independence from parents.

9. Developing attitudes toward social groups and institutions. This is generally considered the development of attitudes toward religion, social groups, political and economic groups.

The presentations of Erikson and Havighurst provide a consideration of normal problems of development and specific growth tasks. Difficulties like school phobia, enuresis, severe learning blocks, neurotic or psychotic disturbances fall into another category of concern, abnormal problems of development.

Problems like these come, by and large, from difficulties with parents in the early stages of infancy and pre-school development. While obviously related to educational progress, their roots are not developmental in the sense of progression but retarding in the sense of fixation on very early developmental issues which are still unresolved by middle childhood.

Decisions about the obligation of society to the individual and the role of the school in meeting that obligation along with what is conceptualized as a normal and abnormal developmental problems set the parameters or outer boundaries of the role of the elementary school counselor. Within the framework or parameters so established, the methods of working with children in school in terms of the methods of providing assistance, and the resource personnel available to the school and therefore available to the counselor become the specific determiners of the counselor's role. The discussion will now turn to these elements.

IV. Methods of Providing Assistance to the Child

Within the framework of the school, there are five methods of providing assistance to a child in need. The first is the typical one-to-one counseling relationship in which a counselor and a child sit down using either play therapy or verbal interaction to explore the sources of the child's difficulties and to work out solutions to those difficulties.

A second access mode to the child involves group counseling. At the elementary school level this can take a variety of forms. One form would be group play therapy; another would be children grouped with specific problems such as social insecurity. The group would be used to help them become more socially adept, both by the process of its meeting and by the therapeutic work of the group leader. A third access mode to the child in need of the elementary counselor's assistance involves the use of the learning environment of the classroom. Using this approach obviously involves a close working relationship with the teacher. It might involve for a child who was having difficulty in finding areas of confidence, assistance with the development of special areas of skill so that he could begin to experience success and, based on those successes, a more positive outlook toward his personal competence.

A fourth mode of access to the child involves the social environment within the classroom. Again, the skilled teacher and sensitive teacher is vitally important. Using the social environment of the classroom, a shy and retiring child, for example, can be given opportunities to associate with children and develop social skills.

The final access mode within the school involves the extracurricular aspects of the school such as outings, recreational periods, etc. as well as the before and after school activities. This can prove particularly important in learning the enjoyment of doing things well, broadening one's experiences, and learning to give and take in social situations. The extracurricular aspects of the school are particularly well suited for developing, in Erikson's usage, mastery and a sense of industry.

Within the framework of the school, then, the counselor has five basic modes of access to the developmental problem of the children with whom he works. The resources in terms of personnel at his disposal as well as his own professional skills, become the final variable.

V. Personnel Resources in the Elementary School

There are three major areas of personnel resources at the disposal of the counselor. The first set of resources involves personnel within the school. Both principals and teachers are employed within almost all situations in which school counselors will work. They may be mobilized by the counselor in a wide variety of helping capacities. The principal can approve major administrative changes for a child either temporarily or permanently which could be beneficial. The role of a teacher has already been discussed in regard to the social learning and extracurricular aspects of the school.

Other resource personnel available to the counselor in the school are generally found within pupil-personnel services, such as reading specialists, psychiatrists, school psychologists, speech therapists, the school nurse and physician, etc. These personnel can be utilized as the counselor sees appropriate in either evaluation or if indicated, treatment. The extent of evaluation and treatment will obviously be defined by the obligation of the school discussed earlier.

The extent of professional training is another important determinant of a particular counselor's role. A counselor who has had supervised practicum and internship in psychological counseling beyond the Master's degree level will obviously be more able to assist a child therapeutically with acute normal developmental problems or multi-stage developmental problems than a counselor with only a typical Master's level training.

In terms of intellectual functioning assessment and evaluation of personality, a counselor who has been trained in the Wechsler Intelligence Scale for Children, Stanford Binet, Thematic Apperception Test, and Rorschach will obviously be able to play a different and more extensive role in evaluation and referral than the counselor with only an introductory course in group testing. The extent and quality of a counselor's training, therefore, is another factor in determining what his operational role will be.

The second major set of resource personnel available to the counselor are within the framework of the family. When working with children of elementary school age, the parents are of obvious importance. Far too often improvements are gained for the child within the school only to have them neutralized by a family situation that did not improve along with the child. The forces creating his initial difficulties had not been modified. Using either social workers or other persons within the school, or using his own resources, the counselor can often effect beneficial change within the home either in the child's relations with his parents or with his siblings. Also, the family can be encouraged to obtain private professional assistance if it is deemed necessary. Regrettably, private professional assistance from child psychiatrists or child psychologists is in short supply on a nationwide basis at this time.

The third set of resource people available to the counselor are found within the community mental health agencies, particularly the child guidance clinics. Generally within the framework of the clinics are psychiatrists, social workers and psychologists working in teams. They are especially trained to help children coping with pathological or multi-stage problems of development. Also working in these clinics are reading and speech therapists. Other specialists are on call. In problems of severe pathology an important role of the counselor can be in getting the family and child to these community agencies.

VI. A Recapitulation

The thesis of this paper has been that the role of the elementary school counselor cannot be defined without a simultaneous consideration of: (1) the obligation of society to the individual; (2) the role of the school as an agent of society in meeting that obligation to the individual; (3) the conception of human development utilized, specifically, those developmental tasks assigned to childhood; (4) the modes of relating meaningfully to children which are available within the school; and (5) the personnel resources which can be mobilized by the school.

A basic assumption in defining the elementary school counselor's role by this method is that a choice in any one of the five areas will influence the choices which are available in the remaining areas of concern. A broad definition of the role of the school in meeting society's obligations for example, would extend the concerns of the personnel within the school, and correspondingly broaden the scope of the counselor's role. Very limited personnel resources would influence the type of developmental concerns to which the counselor at the elementary school level could be responsive.

By way of further illustration, several different models of an elementary school counselor's role will be defined using the five basic elements. If the decision is made that society has a very limited obligation to the individual, and that the proper role of a school in mental health is to focus on the three R approach, development is construed in terms of progress in learning. The role of a counselor will be very narrowly defined in terms of working with teachers and principals to facilitate learning. Working with personal problems or utilizing the community mental health resources and pupil-personnel services would not be considered a vital or an appropriate role definition for an elementary school counselor. His contributions would be evaluated in terms of pupil learning.

If society is viewed as having broad responsibilities to the individual in helping develop him to the fullest, and the school is viewed as a major arm of society in meeting these responsibilities, the "whole, healthy, happy child," the role of the school counselor will be very broad. It will encompass work with both normal and pathological problems of development. The counselor would be intimately involved in working with teachers, principals, pupil-personnel services, and community agencies, if necessary, to make possible the total personal development of the child. This is a very broad definition of counselor role and it varies directly in proportion to the broadened role of the school. The elementary school counselor in this model would be very much a psychologist, and not basically an educator.

The third illustration to be presented might involve a correspondingly broad definition of the role and obligation of society to the individual, as was provided in the illustration above. Society would be seen as generally responsible for helping individuals maximize their potential. If the role of the school is viewed primarily as the educational arm of society, then the obligations of the counselor would be more circumscribed. His primary focus would be in facilitating growth and working with normal problems of development. He might serve in referring what appear to be pathological development problems to the pupil-personnel services for an extended evaluation. Treatment, however, would not be the responsibility of the school and referral would be made to the community mental health agencies, which in this view would also be seen as having an important part in meeting society's responsibilities. The elementary school counselor would be a manager of personnel resources, an aid in the identification of severe difficulties, and a major referral resource for principals and teachers.

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Reactions by the Task Force
To Dr. Whiteley's Model

The task force was favorably impressed with Dr. Whiteley's paper, "Elements in Role Definition of the Elementary School Counselor." Members felt that this paper appropriately began with an examination of the differing conceptions held concerning the obligations of society to its individual members and the implications drawn for the role of the school and the role of the counselor.

Members of the task force were inclined to agree with Dr. Whiteley's position that child development is of central importance in the framework within which elementary school personnel services should operate. They did point out, however, that other frameworks are entirely possible, such as the phenomenological framework suggested by Snygg and Combs.

The task force also pointed out that even if child development is the appropriate frame of reference, there are approaches other than Erikson's eight-stage model of Havinghurst's nine developmental tasks, as useful as these may be.

There was approval of Dr. Whiteley's "access modes" although task force members preferred to use the terms "play media" and "play experiences" in preference to "play therapy," feeling that they are more in keeping with the role of the elementary counselor. The task force also put stress on the importance of counseling small groups but emphasized that these groups should be kept small enough to facilitate interaction.

The task force wished to add the family to the list of access modes and to include the teacher as a personnel resource within the school. These suggestions were more editorial than critical.

Finally, the task force felt that the specific reference by Dr. Whiteley to the Wechsler Intelligence Scale for Children, Stanford Binet, Thematic Apperception Test and Rorschach was more parenthetical than essential to the model.

Except for these comments, the task force felt that Dr. Whiteley's model summarized their deliberations admirably, setting the stage for further developments in the direction of establishing curricula for preparing elementary counselors.

Summary and Concluding Observations

Frank H. Stallings

This project was initiated with the firm resolution that careful consideration would be given to divergent points of view concerning the kinds of professional personnel who should be serving the needs of elementary pupils. It did not begin with the idea that either a counselor, a child development specialist, a mental health consultant, or school social worker would be first in order. Rather, it started with an attempt to find out what needs were going unattended.

As the project moved forward certain observations became relatively clear to the persons involved. One of these was that in order to adequately provide for all the needs a whole array of services would be desirable; that ideally there should be a school psychologist, a school social worker, a mental health consultant, a child development specialist, and a learning and curriculum specialist. At the same time it became apparent, however, that school systems were not standing idly by awaiting pronouncements from authorities in high places or from researchers. They were moving into pilot programs often with the help of Federal funds and colleges and universities were responding by setting up institutes and programs for training personnel to serve in the elementary school.

The following observations, therefore, are derived from both theoretical and practical considerations. They are made in the belief that they would be useful to counselor-educators contemplating the establishment of curricula, to state departments of education planning to establish or revise certification standards and to researchers seeking hypotheses to be tested.

1. Persons called elementary guidance counselors will continue to be employed in increasing numbers. The impetus given this movement by Federal funding will be carried forward even if Federal support is not extended.

2. Because of the supply-and-demand factor, most persons moving into the position of elementary guidance counselor will, for some time to come, have been trained at the master's level or below.

3. Elementary counselors will be working in some school systems where there is almost no other professional assistance available for consultation or referral while others may be fortunate enough to be located where there is a wide array of supportive services.

4. Surveys of what teachers, principals, counselor educators and others see in the role of the elementary guidance counselor indicate the inclusion of

counseling students, counseling with teachers and parents, testing and evaluation, interpretation of data and case work although there is not complete agreement as to the priority.

5. The elementary counselor will not be greatly involved in vocational and educational planning with students.

6. Both group counseling and individual counseling are appropriate at the elementary school level and self-referral is not to be ruled out as one means of contacting clients.

7. The ethics of counseling should be included in the training of elementary counselors.

8. An understanding of child development is essential to the preparation of elementary counselors.

9. A program for preparing elementary counselors should be built around a central core of role expectations. This is another way of saying that it should not be a hodge-podge of courses. The task force is of the opinion that the core would identify the trainee as a counselor.

10. A very substantial practicum will be needed. This belief comes about because communication may be difficult with elementary pupils and comparatively little research has been done on the outcomes of counseling with elementary pupils. The practicum may well include critiques of interviews with teachers and parents along with interviews with pupils.

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